

Research Findings, Promising Practices and Innovations in the Transitional Jobs Field

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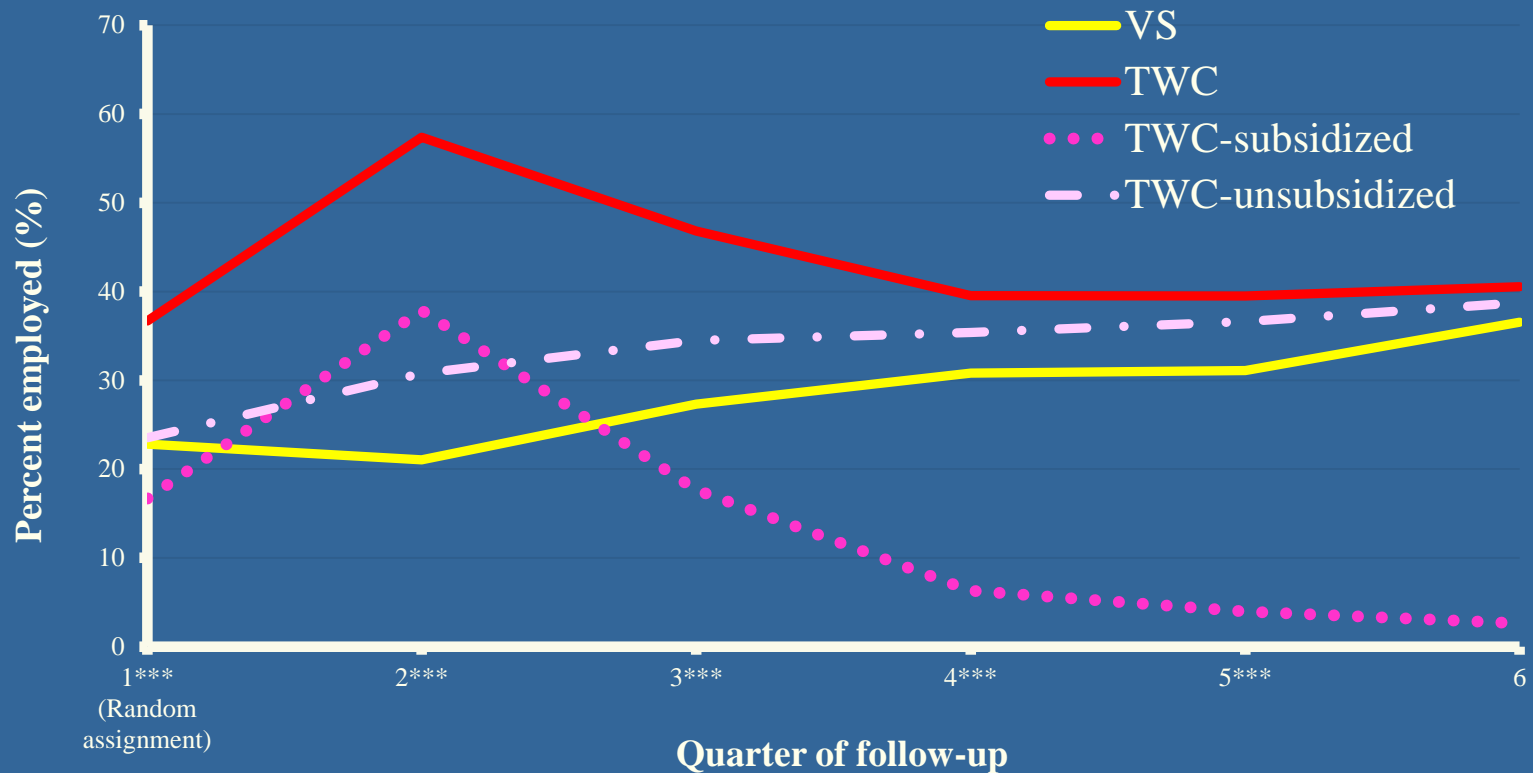
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Recent Research Findings on Transitional Jobs

- ❑ MDRC Enhanced Service for the Hard-to-Employ
- ❑ For long-term TANF recipients in Philadelphia, random-assignment study comparing TJ services at Transitional Work Corporation with another intervention that did not include subsidized employment, and a voluntary control group
- ❑ Statistically significant decreases in TANF receipt and TANF payment
- ❑ Large increases in employment and earnings that fade over time

Employment Effects; MDRC Enhanced Services for the Hard to Employ

Presented by Dan Bloom, APAMM Conference November 2008



Promising Practices: Enhanced Retention Services for Improving Long-Term Employment

- ❑ Enhanced retention and advancement services
 - ❑ Public/Private Ventures analysis: at least six months of follow-up; three contacts per month
 - ❑ Monetary and non-monetary incentives for retention
 - ❑ Extended period of TJ
 - ❑ Center for Employment Opportunities has implemented both intensified follow-up and financial incentives

Promising Practices: Integration of Contextualized Adult Basic Education

- ❑ Adult Basic Education is emerging as a critical component of the TJ strategy; literacy and numeracy issues are significant barriers to employment
- ❑ Contextualized ABE, which employs materials, situations and problems drawn directly from the workplace, works especially well in conjunction with TJ

Characteristics of Successful Adult Basic Education offerings in Transitional Jobs programs

- ❑ Partnerships with ABE providers that can offer classes located at the transitional worksite
- ❑ ABE curricula contextualized with activities at the worksite
- ❑ Partnerships with ABE providers that are flexible with regard to class size and class frequency, to accommodate fluctuating numbers of participants with adult education needs
- ❑ Adequate funding for adult education activities, either in the TJ program budget or as a funded component of the ABE provider's core services
- ❑ The ability to pay or offer stipends for participants' time in adult education classes

Contextualized ABE in TJ, Program

Example: Heartland Human Care Services

- ❑ Targeted 30 Chicago Housing Authority residents who tested below 5th grade equivalency in reading and math (TABE)
- ❑ ABE classes were contextualized and offered at the employer worksite, 5 days a week as part of the work day
- ❑ Participants were paid for time in class, just as with time spent working
- ❑ Post test gains of one grade level or higher in 90 days

Contextualized Adult Education, Washington's Example: **I-BEST**

- ❑ Integrated Basic Education and Skills Training
- ❑ ESL/ABE and professional/technical instructors in the classroom at the same time
- ❑ Instruction oriented to specific career pathways
- ❑ In pilot demonstrations, participants were five times more likely to earn college credits and 15 times more likely to complete workforce training
- ❑ Currently 115 I-BEST Programs operating at 34 WA community and technical colleges

Promising Practices: “Green” Social Enterprise and Transitional Employment

- ❑ Electronics Recycling
 - Workforce Inc., Indianapolis
- ❑ Home Deconstruction
 - Workforce, Inc.; Providence, RI
- ❑ Paper Recycling
 - Womancraft, Chicago
- ❑ Organic Agriculture
 - Growing Home, Chicago

Promising Practices: Linkages with Bridge Programs/Sector-Focused Training

- ❑ Most new jobs with potential for advancement require some postsecondary training or certification
- ❑ Many TJ graduates lack the skills to enter postsecondary education, certification training or career pathway positions
- ❑ Bridge/sector-based training programs are a promising “next step” for TJ participants.

Bridge Program Definition

Joyce Foundation/Shifting Gears

“Bridge programs prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment.”

Public/Private Ventures Findings on Sector-Based Training

- ❑ Assessed three programs offering industry-specific training to low-income individuals
- ❑ Programs worked closely with employers to determine skills needs, and combined training with supports
- ❑ Participants had higher earnings, were more likely to work, worked more hours, and were more likely to receive benefits than the control group.
- ❑ All the evaluated sector-based training programs had minimum grade-level test scores

What are your Promising Practices? The NTJN Wants to Know!

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